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ABSTRACT

Trends in performance assessments across the states of California, Colorado, Connecticut, and Illinois were explored through the development, administration, and analysis of an interstate survey. These four states were selected to represent the diversity of state-mandated testing programs relative to emphasis placed on performance assessment. Surveys were completed by school districts in each state as follows: (1) California, 84 districts representing over 49% of state enrollment; (2) Colorado, 43 school districts; (3) Connecticut, 65 test directors representing 69 districts; and (4) Illinois, 60 responses from a random sample. Despite the different mandates of the four states, the mandates are having substantial influence on district movements toward performance assessment. Districts are moving toward performance assessment, and most are starting from scratch or obtaining materials from a publisher. Systematic collection of information on achievement and performance assessment is a definite need. Seven tables and 23 figures document assessment trends. Appendix A contains the district survey. (SLD)

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Performance Assessment Trends Across California, Colorado, Connecticut and Illinois School Districts: Do Differences Exist?

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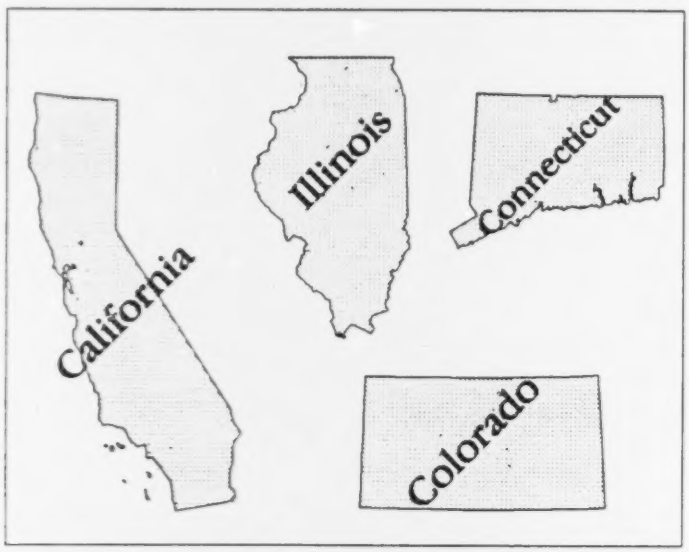
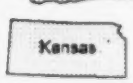


American Educational Research Association
Division H Interactive Symposium/Panel Discussion Session
New Orleans, Louisiana; Friday, April 8, 1994

Participants: *Mardel R. Kolls; Rowland USD, CA*
Kevin Matter; Cherry Creek Schools, CO
Carole Perlman; Chicago Public Schools, IL
Mary E. Yakimowski; Meriden Public Schools, CT

Chairperson: *Linda Elman; Tacoma Public Schools, WA*

Discussant: *Steve Henry; Topeka Public Schools, KS*



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Performance Assessment Trends Across California, Colorado, Connecticut and Illinois School Districts: Do Differences Exist?

Part I: Introduction

The Zeitgeist in the field of student evaluation is performance assessment. A plethora of articles in journals and presentations at conferences such as the 1993 Annual Meetings of the American Educational Research Association (AERA) and National Council on Measurement in Education (NCME) have focused on the topic of performance assessment, referred to by some educators as authentic or alternative assessment. For example, during these 1993 annual meetings, educational researchers addressed issues such as perceptions of teachers (Borko, Flory, and Cumbo) and parents (Shepard and Bliem), relationship to curriculum (Hecht and Title), design of rubrics (Arter), and reliability and validity (Koretz, McCaffrey, Klein, Bell, and Stretcher). There is a limited amount of systemically collected information available, however, on the degree to which districts are developing and implementing performance assessments across school districts.

Perlman (1993), on behalf of the National Association of Test Directors (NATD), initiated this examination of district-level performance assessment developments through surveying the NATD membership in the fall of 1992 and disseminating these results during an AERA/NCME 1993 presentation. Based on survey results, Perlman found that fewer than half of the local education agency respondents' districts had developed performance assessments. By far, the largest number of performance measures that were developed assessed writing.

Despite these survey analyses of district level developments relative to performance assessment, a more detailed follow-up examination of performance assessment implementation across districts required exploring. A much-needed exploration of the degree to which state-mandated testing programs influence performance assessment at the district level also was necessary.

Therefore, the goal of this symposium is to provide a thorough examination of trends across districts representing four states relative to the implementation of performance assessment and impact of state mandates. More specifically, research questions addressed through the development, administration and analyses of an inter-state survey, a copy of which is provided in Appendix A, facilitated the accomplishment of five key objectives. The five key of objectives of this symposium are to present:

- The current status of performance assessment in districts across the four states of California, Colorado, Connecticut and Illinois.

Preparation of this document was based on the equal, collaborative efforts of the four presenters listed on the cover page in alphabetical order of state affiliation.

- The degree to which inter-state differences exist with respect to performance assessment implementation.
- An examination of the differences which exist that may be attributable as being more a function of district context (*i.e.*, demographics, enrollment patterns, type of community, socioeconomic indicators) as opposed to geographic location (*i.e.*, state membership).
- The relationship between state-mandated testing programs and performance assessment in districts.
- Distinct trends, lessons, and implications for other districts across the country with respect to performance assessment.

The organization of this report will be such that the "context" of assessment in each state will be explained in order to enhance the interactive nature of subsequent analyses and comparisons. This is also imperative because the four states have been intentionally selected to represent the diversity which exists in state-mandated testing programs relative to the emphasis placed on performance assessment. Therefore, Part II of this report will provide for the perspective of each state in terms of the provision of an explanation regarding the state assessment program, description of survey sampling employed, and presentation of state level results. These state level results are presented in a consistent format to enhance interpretations across states and to provide both the number and percent of respondents selecting the various responses. It is in this context that the reader will note that a few survey items did allow for multiple responses resulting in totals exceeding 100%. Part III will then provide a comparison of inter- and intra-state comparisons. These comparisons will be accomplished across various theme areas including, but not limited to, impact of state level testing, impact of district level testing, professional development and resource availability. This report will be supplemented by the discussants' presentation relative to a critique of this report along with distinct trends, lessons and/or implications based on the individual state perspectives and the comparative analyses conducted.

Part II: State-Level Results

The California Perspective

Description of California's State-Mandated Assessment Programs

California's statewide system of testing public school students began in 1961 and has continually evolved to remain at the forefront of large-scale assessment programs. In 1972, the state testing system became the California Assessment Program (CAP), which focused primarily on the effectiveness of instructional programs, rather than on the relative progress of individual students. CAP operated at the forefront of testing technology by implementing procedures such as matrix sampling and item response theory. The CAP tests, however, only made use of easy-to-score multiple choice questions, and, as such, do not assess a student's ability to perform more complex tasks often associated with educational achievement.

In the mid-1980s, the nation's largest statewide performance assessment in writing was launched in California. This assessment required written essays from nearly 700,000 eighth and twelfth graders. The California State Department gathered teachers from across the state to score the CAP student essays. The principle behind performance assessment such as this was simple: if you want to know whether students can perform certain valuable tasks associated with educational achievement, you should ask them to show that they can do so.

In 1991, the state legislature and the governor mandated the development of the California Learning Assessment System (CLAS) through Senate Bill 662. The objective of the CLAS is to design, develop, and administer an assessment system that will accomplish the following:

- Provide useful and reliable information on individual students.
- Build on the common statewide standards of student performance.
- Provide school and district results indicating the proportion of students reaching each level of performance.
- Feature authentic performance-based assessments that challenge students to think.
- Measure the outcomes called for by the State Board-adopted curriculum frameworks.
- Provide better coordination between local and state assessment programs.
- Make use of the professional talents of teachers to form the basis for assessment judgments.
- Be compatible with existing national and international assessments.
- Provide useful information on intervention programs such as Chapter I.
- Provide a challenging set of end-of-course exams for middle and high schools.
- Promote equal opportunity for students to develop and demonstrate their skills and abilities.

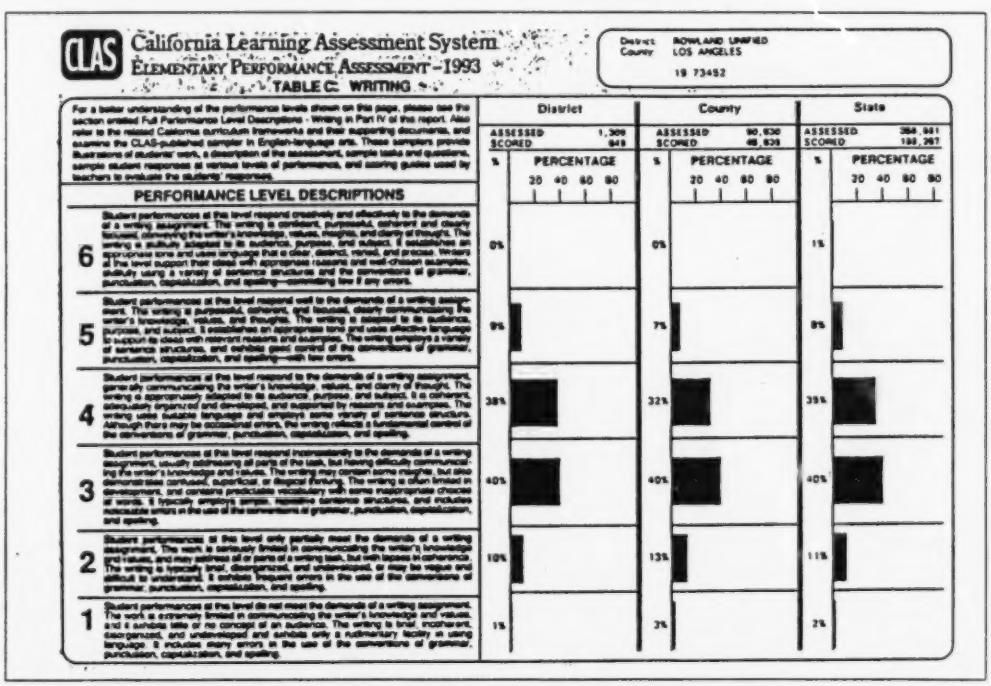
When fully implemented, CLAS will have two major components. The first is the annual assessments in reading, writing and mathematics at grades 4, 8 and 10; and in history and science at grades 5, 8 and 10. These reading, writing and math

performance-based assessments were introduced statewide in 1993. Science and history assessments are scheduled for spring of 1994. This component is referred to as the "on demand" portion of the state assessment in that all eligible students participate.

The second component of the new state testing program will be the portfolio type assessment for the same grades and subjects. This part of CLAS, when developed, will feature a collection of selected student work that includes a variety of projects prepared in the course of normal class activities. It will provide a snapshot of the quality and depth of students' work, expanding the information gathered throughout the annual assessments.

The new state assessments are developed by teams of elementary and secondary teachers, curriculum specialists, administrators, testing experts, university professors, and representatives from California's subject matter projects. All assessments are field tested and undergo bias review. The 1993 assessments were scored by more than 2,000 California classroom teachers, coordinated by the California Department of Education and regional staff development consortia, with assistance from independent testing contractors.

The results of the CLAS performance assessments in reading, writing and mathematics are reported as percentages of students tested reaching each of six levels of performance. The performance level descriptors identify the quality and characteristics of student performances at each level for each content area assessed. A sample report is shown below.



CLAS California Learning Assessment System
ELEMENTARY PERFORMANCE ASSESSMENT–1993
TABLE C: WRITING

District: ROWLAND UNIFIED
County: LOS ANGELES
19 73452

PERFORMANCE LEVEL DESCRIPTIONS

	District	County	State
ASSESSED	1,309	90,930	384,941
SCORED	949	68,535	192,267
6	0%	0%	1%
5	9%	7%	8%
4	38%	32%	39%
3	40%	40%	40%
2	10%	13%	11%
1	1%	3%	2%

Source: *CLAS Report*, California State Department of Education, 1993.

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To ensure that CLAS results are reliable the following conditions are established:

- Experienced teachers are selected to score student work.
- Scoring guides are produced and tested by the subject area development teams.
- Teachers are specially trained to use the scoring guides.
- Scored papers are monitored with checks and double checks, with a committee of national testing experts overseeing the process.

California Survey Sample

There are 1,006 school districts in the state of California serving a student population of 5,195,777 during the current school year. Approximately 60% of those districts serve students in grades K-8, however, most of the 5.32 million students are enrolled in unified school districts serving students in grades K-12. Therefore, the sample targeted the 26 largest unified school districts across the state of California to report on the assessment experiences most students in California would be experiencing. Smaller districts also were included in the sample for comparison.

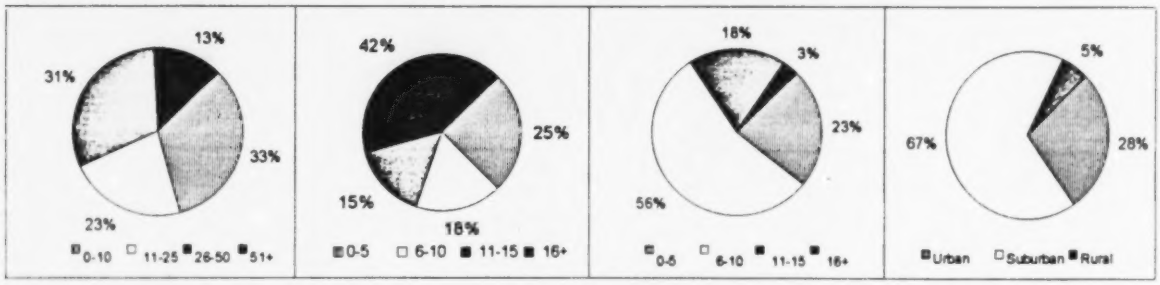
Approximately 110 surveys were sent to schools identified within the sample and 84 districts responded for an overall 76% return rate. The 84 districts responding to the survey, although representing only 8% of the districts in the state, reflect assessment activities that affect over 2.5 million students or 49% of the state's enrollments.

California Survey Results

Characteristics of Districts Responding

Surveys returned:	84	(8.3% of districts represented)
Student enrollment represented:	2,536,400	(48.8% of students statewide)

Percent of survey respondents by district level context variables:



Percent Free/Reduced Lunch or AFDC | Percent Limited English Proficient (LEP) | Percent Special Education | Type of District

Impact of State Level Testing

1a. Degree to which state level mandates influence districts' practices regarding performance assessments:

(5)	Extremely influential	32	38.1%	
(4)	Very influential	36	42.9%	
(3)	Somewhat influential	14	16.7%	
(2)	Limited influence	1	1.2%	
(1)	No influence at all	1	1.2%	Overall average: 4.16

1b. Degree to which the emphasis on performance assessments administered in districts by the state changed over the past five years:

(5)	Significant increase	62	73.8%	
(4)	Some increase	19	22.6%	
(3)	No change	2	2.4%	
(2)	Some decrease	1	1.2%	
(1)	Significant decrease	0	0%	Overall average: 4.69

1c. Degree to which it is felt the emphasis on performance assessment administered in districts by the state will change in the next five years?

(5)	Significant increase	50	59.5%	
(4)	Some increase	30	35.7%	
(3)	No change	1	1.2%	
(2)	Some decrease	3	3.6%	
(1)	Significant decrease	0	0%	Overall average: 4.51

Factors Related to District Level Testing

2. Method used in implementing district performance assessments:

Started from scratch	25	30.5%
Obtained from publisher	22	26.1%
Adapted materials from another district or state	23	28.0%
Used materials from another district or state	0	0%
Other [Individuals cited consultants and workshops run by county offices and universities as other resources used to develop materials based on on state samples.]	12	14.6%

3. Subject (s) and grade level(s) in which performance assessments are used as part of district-wide (as opposed to state-mandated or individual classroom) testing programs:

	PreK-2	Gr. 3-5	Gr. 6-8	Gr. 9-12
Reading	28 23.3%	41 48.8%	42 50.0%	34 40.5%
Writing	27 32.1%	51 60.7%	50 59.5%	43 51.2%
Mathematics	22 26.2%	25 29.8%	27 32.1%	18 21.4%
Science	9 10.7%	12 14.3%	14 16.7%	6 7.1%
Social Studies	5 6.7%	8 9.5%	10 11.9%	4 4.8%
Physical Education	6 7.1%	14 16.7%	15 17.9%	13 15.5%
Other	1 1.2%	1 1.2%	1 1.2%	1 1.2%

4a. Overall, degree to which emphasis on performance assessment in districts changed over the past five years:

(5)	Significant increase	43	52.4%	
(4)	Some increase	32	39.0%	
(3)	No change	4	4.9%	
(2)	Some decrease	2	2.4%	
(1)	Significant decrease	1	1.2%	Overall average: 4.39

4b. Overall, degree to which emphasis on performance assessment in districts will change over the next five years:

(5)	Significant increase	58	69.9%	
(4)	Some increase	18	21.7%	
(3)	No change	4	4.8%	
(2)	Some decrease	3	3.6%	
(1)	Significant decrease	0	0%	Overall average: 4.58

4c. Overall, degree to which district test directors would like the emphasis on performance assessment in districts to change over the next five years:

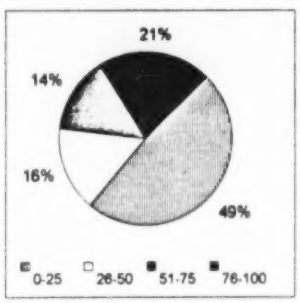
(5)	Significant increase	51	61.4%	
(4)	Some increase	23	27.7%	
(3)	No change	3	3.6%	
(2)	Some decrease	4	4.8%	
(1)	Significant decrease	2	2.4%	Overall average: 4.41

5a. Sources used to obtain information on performance assessments:

Publications from the state	78	92.9%
Publications from the district	26	31.0%
Journals	73	86.9%
Professional organizations	75	89.3%
Other [Individuals also cited consultants, university training, networking with other districts/peers, mentor teachers and conferences/workshops.]	33	39.3%

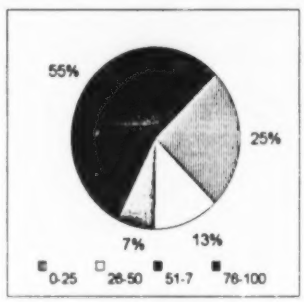
5b-c. Over the past year, on average, percent receiving professional development in the area of performance assessment:

Mean=42.6
Median=30.0
Mode=20.0



Teachers

Mean=65.9
Median=82.5
Mode=100



Administrators

5d. Individuals providing professional development opportunities in the area of performance assessment:

Outside consultant(s)	58	69.0%
State Department of Education personnel	21	25.0%
District curriculum administrators/coordinators	68	81.0%
District testing administrators/coordinators	56	66.7%
Teachers within the district	77	91.7%
Other [Individuals also cited county office personnel, conferences/workshops, principals,consortium, and teachers from other districts.]	21	25.0%

5e. Individual with primary responsibility for providing professional development opportunities to district teachers and administrators:

Outside consultant(s)	1	1.2%
State Department of Education personnel	1	1.2%
District curriculum administrators/coordinators	42	50.0%
District testing administrators/coordinators	21	25.0%
Teachers within the district	7	8.3%
Other [Individuals also cited assistant superintendent-dents, principals, and a "shared" responsibility among district administration and teachers.]	5	6.0%

6a-b. Special policies/procedures developed for participation of students:

Limited English Proficient (LEP)	44	52.4%
Special Education	44	52.4%

7. Ways parents have been informed and/or involved in district-wide performance assessment:

No information or involvement	7	8.3%
Information provided to parents in newsletters	61	72.6%
Information provided to parents in pamphlets	17	20.2%
Parents are routinely provided child's results	56	66.7%
Presentations/workshops at PTO are provided	44	52.4%
Specially developed workshops are provided	16	19.0%
Parents are involved with developing assessments	4	4.8%
Parents are involved with scoring assessments	4	4.8%
Other	7	8.3%

8. Some major problems encountered during the implementation phase:

Some of the major problems encountered by California's respondents during the implementation phase included cost and lack of resources (44%); staff development and capacity building which appeared to be overwhelming (39%); time constraints (33%); reluctance of teachers to accept or own the process (28%); issues relative to materials and item development, reliability, scoring, and generalizability (20%); and, acceptance by parents (12%).

9. Ways in which performance assessment has influenced the quality of instruction and student learning:

Many respondents (45%) reported major changes in instruction with a new enthusiasm for student learning and thinking skills. Other reported impacts included a more focused curriculum with more frequent changes and review (30%) and a greater link between assessment and instruction in classrooms (46%). Approximately 15% reported it was "too soon" to determine the impact and only a few (4%) reported negative impacts due to the over emphasis on performance assessment.

10. Next steps to be taken by districts relative to implementation of performance assessments:

Implementation activities varied widely across the 84 districts surveyed. Approximately 32% will focus on staff development in the use of performance assessments. Another 21% reported their next step to be the development of content standards, policies and assessment philosophy. Approximately 17% will focus on materials development and efforts to integrate technology into assessment. Twelve percent will develop portfolio assessment systems districtwide and 21% will expand performance assessment to other content areas.

Although cost was mentioned as a major problem, only 1% reported no action due to lack of funds. Additionally, 7% reported plans to revise their district testing program and consider new test adoptions.

California Survey Summary Highlights

The majority of California districts surveyed reported that they felt the state mandated assessments were "very influential" in district practices regarding performance assessment, and anticipate a "significant increase" in emphasis over the next five years. Districts used a variety of sources to implement performance assessment with state developed materials a primary source. Most test directors would like to see a significant increase in the use of performance assessment with only a few still concerned about the over emphasis. Currently, districtwide use for grades 3-8 were reported for over half of the districts surveyed, with writing and reading the greatest emphasis.

It was interesting to note that during this past year, districts reported a greater percentage of administrators than teachers had received training in the new assessments, however, over 90% of the training was conducted by teachers. Primary responsibility for the new assessments seems to be more aligned with teachers and curriculum administrators than with test directors.

Parents have been informed primarily through newsletters, children's test results and PTA meeting presentations, workshops and pamphlets. Only 8% of the California districts surveyed reported little or no parent involvement.

Major problems during implementation were primarily cost-related for staff development. Time and resources were also listed as major problems to most districts. Despite the problems facing districts, the positive outcomes reported are significant. Most districts reported significant changes in the quality of instruction resulting from a closer link between assessment and instruction. Districts also reported a new teacher enthusiasm for student thinking, and that the assessments served to provide a more focused instruction.

Next steps continue to focus on staff development and scoring workshops. About 20% of the districts reported plans to develop standards and assessment policies and to expand their assessments to other content areas. Some districts view portfolio assessment as the next step and see it as a way to manage a variety of assessments.

California has moved rapidly into performance assessment as the measure of choice for the new state curricula, however, as with any new system, problems with logistics, political interest groups, and lack of funding are threatening the state reaching "full vision" for the new system.

The Colorado Perspective

Description of Colorado's State-Mandated Assessment Programs

Colorado is a "local control" state, with no statewide curriculum or textbook adoptions and very few state high school graduation requirements. Similar to other states, districts vary considerably regarding centralized vs. site-based decision-making, with a tendency toward more districts following a local site authority philosophy. The Colorado State Board of Education directed districts to define student proficiencies by July 1, 1991, along with a guaranteed graduate program (which needed to be in place by July, 1995). The "guaranteed graduate" concept gave way to a certified diploma program beginning with the Class of 1996. Recent legislation, House Bill 1313, has apparently caused the State Board to back off their certified diploma requirement for the Class of 1996.

The State Board initiated a Colorado Testing Program in the mid-1980's, with a norm-referenced (NRT) standardized achievement component at grades 4, 7 and 10 given every three years to a stratified random sampling of schools statewide. A direct writing assessment has been given at those same grades the year following the NRT, with other assessments given in the third year of the cycle (*e.g.*, physical education).

During the past legislative session, House Bill 1313 was passed concerning standards-based education. It included several components including the suspension of state and district testing requirements for 1993-94 and 1994-95 fiscal years. As a result, Colorado currently has no state testing program. Also included was the State Board adoption of state assessments for the first priority content standards on or before January 1, 1996. Effective January 1, 1996, the Colorado Department of Education will implement a Colorado student assessment program, with statewide assessments in first priority areas on a stratified, random sampling basis in grades 4, 8 and 10. The timetable for administering the assessments will be established by the State Board. Each school will participate in the state assessment program at least once every three years.

The Colorado Model Content Standards for the first priority areas were released in March, 1994, for public comment. The assessment timelines have not been established. The number, types and format of the assessments have not been defined. Only the general content areas for assessment are known. It is suspected that the state will continue with the direct writing assessment, but beyond that, no one knows how many other performance assessments the state will use, and how they will intermix multiple-choice, extended multiple-choice, and other format type items to measure student knowledge and skills in the first priority content areas.

Colorado Survey Sample

There are 612,635 students enrolled in Colorado's public schools. Based on 1992 data, 18.6% of the students are eligible for free and reduced-priced lunch, 9.2% receive special education services, and 1..9% are limited English proficient. The total student population consists of 74.5% white, 16.8% Hispanic, 5.4% black, 2.4% Asian, and .9% American Indian.

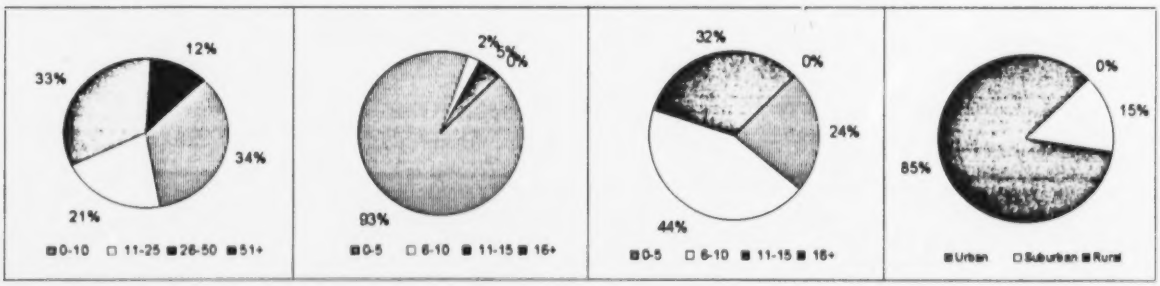
A copy of the performance assessment survey was sent to the Director of Assessment, Evaluation, and Research in each of the 176 districts throughout Colorado. Completed surveys were received from 43 districts who had been given about a one-month turn-around response time.

Colorado Survey Results

Characteristics of Districts Responding

Surveys returned:	43	(24.4% of districts represented)
Student enrollment represented:	265,931	(43.3% of students statewide)

Percent of survey respondents by district context variables:



Percent Free/Reduced Lunch or AFDC	Percent Limited English Proficient (LEP)	Percent Special Education	Type of District

Impact of State Level Testing

1a. Degree to which state level mandates influence districts' practices regarding performance assessments:

(5)	Extremely influential	3	7.0%	
(4)	Very influential	14	32.6%	
(3)	Somewhat influential	17	39.5%	
(2)	Limited influence	8	18.6%	
(1)	No influence at all	1	2.3%	Overall average: 3.23

1b. Degree to which the emphasis on performance assessments administered in districts by the state changed over the past five years:

(5)	Significant increase	8	19.0%	
(4)	Some increase	20	47.6%	
(3)	No change	14	33.3%	
(2)	Some decrease	0	0%	
(1)	Significant decrease	0	0%	Overall average: 3.86

1c. Degree to which it is felt the emphasis on performance assessment administered in districts by the state will change in the next five years?

(5)	Significant increase	23	53.5%	
(4)	Some increase	16	37.2%	
(3)	No change	4	9.3%	
(2)	Some decrease	0	0%	
(1)	Significant decrease	0	0%	Overall average: 4.44

Factors Related to District Level Testing

2. Method used in implementing district performance assessments:

Started from scratch	13	30.2%
Obtained from publisher	9	20.9%
Adapted materials from another district or state	10	23.3%
Used materials from another district or state	1	2.3%
Other	3	7.0%

3. Subject (s) and grade level(s) in which performance assessments are used as part of district-wide (as opposed to state-mandated or individual classroom) testing programs:

	PreK-2	Gr. 3-5	Gr. 6-8	Gr. 9-12
Reading	14 32.6%	18 41.9%	17 39.5%	13 30.2%
Writing	15 34.9%	22 51.2%	21 48.8%	21 48.8%
Mathematics	11 25.6%	17 39.5%	19 44.2%	16 37.2%
Science	7 16.3%	11 25.6%	11 25.6%	11 25.6%
Social Studies	7 16.3%	9 20.9%	9 20.9%	11 25.6%
Physical Education	5 11.6%	7 16.3%	8 18.6%	9 20.9%
Other	2 4.7%	3 7.0%	4 9.3%	3 7.0%

4a. Overall, degree to which emphasis on performance assessment in districts changed over the past five years:

(5)	Significant increase	11	26.2%	
(4)	Some increase	23	54.8%	
(3)	No change	6	14.3%	
(2)	Some decrease	2	4.8%	
(1)	Significant decrease	0	0%	Overall average: 4.02

4b. Overall, degree to which emphasis on performance assessment in districts will change over the next five years:

(5)	Significant increase	25	59.5%	
(4)	Some increase	14	33.3%	
(3)	No change	3	7.1%	
(2)	Some decrease	0	0%	
(1)	Significant decrease	0	0%	Overall average: 4.52

4c. Overall, degree to which district test directors would like the emphasis on performance assessment in districts to change over the next five years:

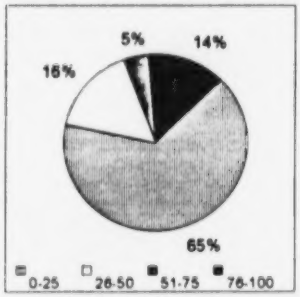
(5)	Significant increase	20	47.6%	
(4)	Some increase	19	45.2%	
(3)	No change	3	7.1%	
(2)	Some decrease	0	0%	
(1)	Significant decrease	0	0%	Overall average: 4.41

5a. Sources used to obtain information on performance assessments:

Publications from the state	34	79.1%
Publications from the district	12	27.9%
Journals	35	81.4%
Professional organizations	35	81.4%
Other [Also noted were colleagues, books, conferences, other districts, workshops, publishers and CRESST.]	14	32.6%

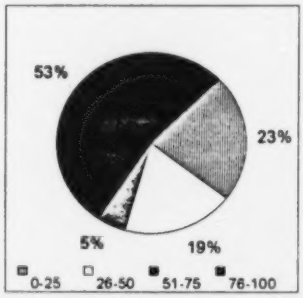
5b-c. Over the past year, on average, percent receiving professional development in the area of performance assessment:

Mean=39.0
Median=25.0
Mode=20.0



Teachers

Mean=66.1
Median=80.0
Mode=100



Administrators

5d. Individuals providing professional development opportunities in the area of performance assessment:

Outside consultant(s)	28	65.1%
State Department of Education personnel	20	46.5%
District curriculum administrators/coordinators	23	53.5%
District testing administrators/coordinators	12	27.9%
Teachers within the district	25	58.1%
Other [Also noted were universities/college faculty members, superintendent and BOCES.	5	11.6%

5e. Individual with primary responsibility for providing professional development opportunities to district teachers and administrators:

Outside consultant(s)	4	9.3%
State Department of Education personnel	5	11.6%
District curriculum administrators/coordinators	20	46.5%
District testing administrators/coordinators	2	4.7%
Teachers within the district	5	11.6%
Other	3	7.0%

6a-b. Special policies/procedures developed for participation of students:

Limited English Proficient (LEP)	6	14.0%
Special Education	18	41.9%

7. Ways parents have been informed and/or involved in district-wide performance assessment:

No information or involvement	2	4.7%
Information provided to parents in newsletters	30	69.8%
Information provided to parents in pamphlets	8	18.6%
Parents are routinely provided child's results	20	46.5%
Presentations/workshops at PTO are provided	23	53.5%
Specially developed workshops are provided	9	20.9%
Parents are involved with developing assessments	12	27.9%
Parents are involved with scoring assessments	1	2.3%
Other	5	11.6%

8. Some major problems encountered during the implementation phase:

There were four major theme areas emerged relative to problems encountered by Colorado's respondents. These included: time, involvement, change, and integration.

Time: Time is required for test development, scoring, staff development, training, and communication of results to teachers and parents.

Involvement: Much is required from teachers, parents and the community.

Change: Concerns were expressed about outcomes-based education (OBE), fear of change, need to communicate about change, need for acceptance and understanding by participants (*i.e.*, teachers, students, parents and the community).

Integration: The integration of the various components (*i.e.*, assessment, staff development, instruction, and curriculum, and coordination of activities/focus) is needed.

9. Ways in which performance assessment has influenced the quality of instruction and student learning:

Individuals' responses regarding the influence on instruction may best be characterized as have relatively little data available or limited affect. An influence on students also was noted.

Very little data: Many indicated it was too early to tell whether there was any influence in many areas because minimum data exists.

Some impact: Other individuals noted that the quality of writing performance may be higher due to writing assessments and standard expectations/requirements.

Students: Still, other respondents said there was some evidence that students enjoy classes more, with fewer failures and more positive attitudes.

10. Next steps to be taken by districts relative to implementation of performance assessments:

The four next steps include: rethink, review, inform/involve, and much more.

Rethink: Some noted that they will be selecting only a few areas for performance assessment and that they will be slowing down their efforts.

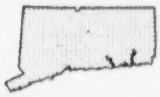
Review: Some districts will be reviewing the alignment of curriculum, instruction, assessment and student performance outcomes.

Inform and involve: Some will heighten the awareness of parents, students, teachers and the community.

Much more: Some indicate they see the need for much more training and staff development.

Colorado Survey Summary Highlights

The legislative and political rhetoric is now meeting the realities of limited time and fiscal resources available to implement comprehensive performance assessments in public education. Particularly in small districts, the resources are unavailable to reallocate, even if this is desirable. Additional state and local funds are needed, along with a restructuring of time and school calendars to implement the training and staff development needed for performance assessment and the teacher-scoring of these assessments. Performance assessments must provide evidence of results. They must add value and increase student performance not only on performance assessments, but on multiple-choice standardized achievement tests and college admissions tests. Without fairly strong evidence that these expensive (in time and money) assessment techniques promote increased student performance, communities and legislators will not approve additional resources (*e.g.*, taxes and revenues) for this part of the educational budget.



The Connecticut Perspective

Description of Connecticut's State-Mandated Assessment Programs

With the passage of the Education Evaluation and Remedial Assistance Act, section 10-14n of the Connecticut General Statutes, the Connecticut Statewide Basic Skills Proficiency Test was administered to all ninth grade students. This law, which became effective July 1, 1978, required that the State Board of Education administer an annual statewide ***proficiency*** test to assess ninth grade student achievement in reading, language arts and mathematics. Subsequently, Public Act 82-287, passed in June of 1982, required that students scoring below the remedial standards be retested annually in the area(s) deemed to be not proficient. As noted by the term 'proficient', this assessment yielded about 95% of the students scoring above the standards.

In June of 1984, the General Assembly amended Section 10-14m-r. The most significant revision was the call to the State Board to administer an annual statewide ***mastery*** test in language arts/reading and mathematics to students in grades 4, 6 and 8. This examination became known as the Connecticut Mastery Test (CMT). With the exception of the student essay response to a prompt, all test items were of a multiple choice format.

Over the past three years there were significant efforts made to revise the CMT. Changes were necessary to ensure that the statewide assessment mirrored current practices research including whole language instruction and the National Council of Teachers of Mathematics (NCTM) Standards. Also incorporated were changes that have been made in the field of assessment. This revised test, known as the Second Generation of the CMT (or, CMT-2 for short), was implemented in the Fall of 1993.

There are four purposes of the CMT-2. These are: the establishment of high performance standards for all students; the assurance that students can apply their academic skills to realistic, everyday problems; the promotion of better instruction and curriculum by providing timely reports of student strengths; and, the provision of accountability for Connecticut's educational system.

The CMT-2 at grades 4, 6 and 8 has five sections to measure language arts achievement. This involves two sections to assess reading, two of writing, and one assessment of listening comprehension. With respect to reading, the first way student achievement is assessed is through the Degree of Reading Power (DRP) test. It is the DRP portion of the CMT-2 whereby state intervention and excellence standards are established. This test is designed to measure a student's ability to understand nonfiction prose of varying levels of difficulty. The cloze reading comprehension procedure employs a multiple choice format. While all multiple choice distractors are syntactically similar and acceptable in a sentence, only one word makes sense within the context of the entire passage. The second measure, a subtest called Reading Comprehension, requires

students to demonstrate their ability to interpret and evaluate text by responding to both multiple choice and open-ended questions. For example, a typical question asks students to indicate both a fact and an opinion presented in the passage or to explain what one thinks would happen next in the story. Approximately one-third of the questions in this portion of the test are open-ended. While overall intervention and excellence standards are not provided for this portion of the CMT-2, results are presented for the percent of students mastering the various objective clusters.

Similar to reading, students' writing achievement is assessed on two portions of the CMT-2. First, students are to provide a written response to a given topic to determine how well they communicate in writing within a 45-minute session. Students may be asked to respond to a narrative, expository or persuasive passage. It is this portion of the test whereby intervention and excellence standards are established. The second method of assessing writing achievement is through a new subtest called Written Communication. Students respond to multiple-choice questions to assess their abilities to organize, compose, revise and edit a piece of writing, that is, the employment of the process writing methodology. While overall intervention and excellence standards are not provided, the percent of students mastering each written comprehension objective cluster is calculated.

The fifth component of the language arts portion of the CMT-2 is called Listening Comprehension. Students take notes using a graphic organizer while listening to a taped passage. They are then requested to respond to both multiple choice and open-ended questions. No overall intervention and excellence standards are provided; however, the percent mastering each listening comprehension objective cluster is offered. Questions comparable to those noted under Reading Comprehension are provided.

The mathematics section assesses students' abilities to grasp key concepts and solve realistic problems. The mathematics objectives assessed represent the areas of concepts, computation, estimation, problem solving, measurement and geometry. The eighth grade students also are evaluated on four algebra objectives. Sixth and eighth grade students may use calculators on some questions. They also may be provided with multiple-choice, grid-in or open-ended questions. Overall, approximately 10% of the test questions are of an open-ended format. These include questions whereby students draw graphs, complete patterns, and explain how they obtained their answers.

At the high school level, the first-time statewide administration of the Connecticut Academic Performance Test (CAPT) is scheduled for this May for all grade 10 students. While this instrument is substantially different from the CMT-2, the CAPT has been designed to assess students in the areas of language arts, mathematics, science and eventually social studies. This is an instrument which will have about 50% of the responses classified as performance assessment. For example, about one month prior to the CAPT administration, students are required to participate in a science experiment. Each student's resulting lab report is then scored by the teacher and returned after class discussions. Later, when students take the science portion of the

CAPT, they will be asked questions about the experiment they conducted and their resulting lab reports. The other components of the test include language arts and mathematics. Additionally, there is an "integrated" section whereby students are provided various source documents (*e.g.*, editorials, political cartoon, stories, graphs) representing different perspectives on an issue. The task begins with a brief collaborative group activity to engage students. Students then work individually to develop a persuasive piece supporting their selected position in a realistic context such as a letter to the newspaper editor. While various portions of the CMT-2 and CAPT are performance-based, a contractor, not Connecticut teachers, is responsible for scoring.

Both the CMT-2 and CAPT are heavily grounded in the establishment of standards. These standards are called statewide goals. Beginning in 1995-96, one of the applications of these standards is providing, for students who have attained the goals on the CAPT, to have their accomplishments certified on high school transcripts.

Concurrently with the revisions to the CMT and development of the CAPT, a statewide committee of business and educational leaders, called the Commission on Educational Excellence, has developed a "blueprint" list of reforms to ensure that students meet world-class standards. The number of ideas offered by this commission regarding assessment are numerous. Currently, these recommendations which are being hotly debated through numerous public forums across the state and in the legislature, will have a significant impact on assessment in Connecticut. At this time, the General Assembly is considering a toned down version of the commission's recommended reforms, including the following: establishment of academic standards by July, 1997; allowing local boards of education to establish school councils that would oversee individual schools and which could make recommendations to school boards on curriculum, budget and staff; and, extending the period before a teacher gets tenure from three to five years.

Connecticut Survey Sample

There are PreK-12, regional, elementary-only, secondary-only, and single school districts across Connecticut. These 166 school district service a total of 497,328 students including 4.5% limited English proficient, 14.5% receiving special education, and 19.8% eligible for free and reduced lunch. Because of staggering statistics such as only 19 of the 166 districts who service 36.8% of the total student enrollment educate 80.3% of the minority students, the concept of the existence of "two Connecticuts" is often articulated. This includes the landmark ***Sheff vs. O'Neil*** court case now underway.

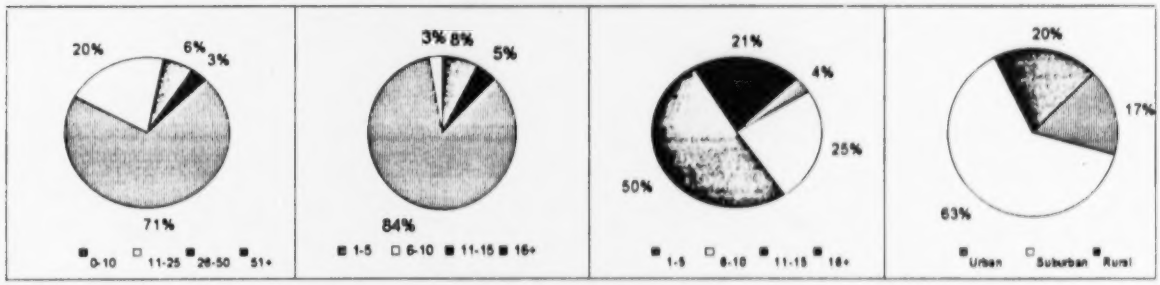
Because of the structure of some districts (*e.g.*, some elementary school districts serve as a feeder for a regional high school district), some staff members technically serve more than one district. As a result, only 155 individuals are designated as district test directors for all 166 districts. All of these individuals were sent surveys to complete. The 65 individuals responding to the survey reflect assessment activities that affect 69

Connecticut Survey Results

Characteristics of Districts Responding

Surveys returned:	65	(41.9% of districts represented)
Student enrollment represented:	249,935	(50.3% of students statewide)

Percent of survey respondents by district context variables:



Percent Free/Reduced Lunch or AFDC	Percent Limited English Proficient (LEP)	Percent Special Education	Type of District

Impact of State Level Testing

1a. Degree to which state level mandates influence districts' practices regarding performance assessments:

(5)	Extremely influential	21	32.3%	
(4)	Very influential	26	40.0%	
(3)	Somewhat influential	16	24.6%	
(2)	Limited influence	2	3.1%	
(1)	No influence at all	0	0%	Overall average: 4.01

1b. Degree to which the emphasis on performance assessments administered in districts by the state changed over the past five years:

(5)	Significant increase	36	55.4%	
(4)	Some increase	21	32.3%	
(3)	No change	7	10.8%	
(2)	Some decrease	1	1.5%	
(1)	Significant decrease	0	0%	Overall average: 4.42

1c. Degree to which it is felt the emphasis on performance assessment administered in districts by the state will change in the next five years?

(5)	Significant increase	33	50.8%	
(4)	Some increase	28	43.1%	
(3)	No change	4	6.2%	
(2)	Some decrease	0	0%	
(1)	Significant decrease	0	0%	Overall average: 4.45

Factors Related to District Level Testing

2. Method used in implementing district performance assessments:

Started from scratch	22	33.8%
Obtained from publisher	18	27.7%
Adapted materials from another district or state	10	15.4%
Used materials from another district or state	4	6.2%
Other [Individuals cited a combination of the above-mentioned sources in addition to resources from other districts, consultants and own research.]	11	16.9%

3. Subject (s) and grade level(s) in which performance assessments are used as part of district-wide (as opposed to state-mandated or individual classroom) testing programs:

	PreK-2	Gr. 3-5	Gr. 6-8	Gr. 9-12
Reading	23 35.4%	30 46.2%	23 35.4%	9 13.8%
Writing	24 36.9%	42 64.6%	37 56.9%	17 26.2%
Mathematics	20 30.8%	29 44.6%	24 36.9%	13 20.0%
Science	6 9.2%	10 15.4%	11 16.9%	13 20.0%
Social Studies	3 4.6%	6 9.2%	8 12.3%	7 10.8%
Physical Education	10 15.4%	19 29.2%	17 26.2%	13 20.0%
Other	3 4.6%	5 7.7%	7 10.8%	5 7.7%

4a. Overall, degree to which emphasis on performance assessment in districts changed over the past five years:

(5)	Significant increase	26	40.0%	
(4)	Some increase	30	46.2%	
(3)	No change	8	12.3%	
(2)	Some decrease	0	0%	
(1)	Significant decrease	1	1.5%	Overall average: 4.23

4b. Overall, degree to which emphasis on performance assessment in districts will change over the next five years:

(5)	Significant increase	37	56.9%	
(4)	Some increase	26	40.0%	
(3)	No change	2	3.1%	
(2)	Some decrease	0	0%	
(1)	Significant decrease	0	0%	Overall average: 4.54

4c. Overall, degree to which district test directors would like the emphasis on performance assessment in districts to change over the next five years:

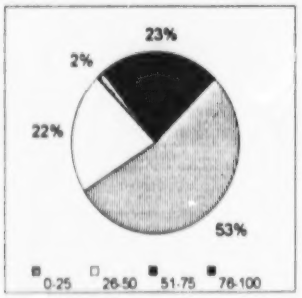
(5)	Significant increase	34	52.3%	
(4)	Some increase	22	33.8%	
(3)	No change	3	4.6%	
(2)	Some decrease	4	6.2%	
(1)	Significant decrease	2	3.1%	Overall average: 4.26

5a. Sources used to obtain information on performance assessments:

Publications from the state	54	83.1%
Publications from the district	16	24.6%
Journals	62	95.4%
Professional organizations	46	70.8%
Other [Some additional sources listed included university courses, conferences, colleagues, subject-matter experts, consultants, and published sources including books.]	20	30.8%

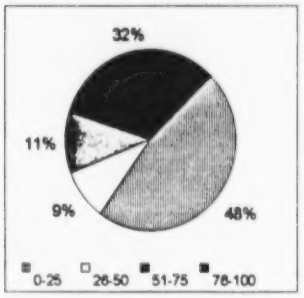
5b-c. Over the past year, on average, percent receiving professional development in the area of performance assessment:

Mean=37.1
Median=25.0
Mode=10.0



Teachers

Mean=46.8
Median=30.0
Mode=100



Administrators

5d. Individuals providing professional development opportunities in the area of performance assessment:

Outside consultant(s)	50	76.9%
State Department of Education personnel	39	60.0%
District curriculum administrators/coordinators	44	67.7%
District testing administrators/coordinators	28	43.1%
Teachers within the district	38	58.5%
Other [Individuals cited professional development committees or assistant superintendent.]	5	7.7%

5e. Individual with primary responsibility for providing professional development opportunities to district teachers and administrators:

Outside consultant(s)	12	18.5%
State Department of Education personnel	4	6.2%
District curriculum administrators/coordinators	28	43.1%
District testing administrators/coordinators	10	15.4%
Teachers within the district	1	1.5%
Other [Individuals cited there was no one individual responsible or that it was done by committee or the assistant superintendent.]	7	10.8%

6a-b. Special policies/procedures developed for participation of students:

Limited English Proficient (LEP)	14	21.5%
Special Education	33	50.8%

7. Ways parents have been informed and/or involved in district-wide performance assessment:

No information or involvement	7	10.8%
Information provided to parents in newsletters	37	56.9%
Information provided to parents in pamphlets	24	36.9%
Parents are routinely provided child's results	39	60.0%
Presentations/workshops at PTO are provided	36	55.4%
Specially developed workshops are provided	11	16.9%
Parents are involved with developing assessments	1	1.5%
Parents are involved with scoring assessments	0	0%
Other	1	4.6%

8. Some major problems encountered during the implementation phase:

Individuals from Connecticut cited many of the major problems encountered during the implementation phase. These problems included lack of finances, knowing how and where to start, the existence of time constraints, overcoming resistance on the part of staff members, lack of professional development time due to other state mandates absorption of most of the available time, uncertainty which comes with "change", difficulties implementing scoring methodologies, lack of relationship with grading practices and report cards, limiting instructional time, failed attempts at implementing too quickly across too many areas, obtaining parent understanding, getting Board of Education acceptance, and maintaining a balance between keeping the momentum going (not too fast, not too slow) and long term impact.

9. Ways in which performance assessment has influenced the quality of instruction and student learning:

The general consensus across the vast majority of respondents was that it was too early to determine whether there has been any influence. While a few indicated that performance assessment had a tremendous influence and has enhanced student learning, a few also indicated a negative affect has occurred due primarily to lost instructional time.

10. Next steps to be taken by districts relative to implementation of performance assessments:

Because districts are in very different stages in implementing performance assessment ranging from just getting started to having fully developed assessments across every subject and grade levels, respondents listed a wide range of next steps. These included: redoing the report card and grading system, continuing with professional development, streamlining the process, piloting performance assessments in new subject areas and rewriting the curriculum.

Connecticut Survey Summary Highlights

Based on the survey results, it is apparent that Connecticut's school districts are in a period of transition. Due at least in part to the new focus in the state-mandated assessment programs on performance districts, many districts are beginning to implement performance assessments beyond writing. However, many appear to be using this methodology more for classroom as opposed to district-wide assessment purposes. In no case did any individual indicate that they had reached the peak of implementing performance assessments. Some did, however, indicate that they had not yet started.

As the survey data suggests, the state mandates have had a profound impact. Writing is consistently the one area where performance assessment is implemented. However, many are also implementing performance assessments in reading and mathematics. The primary source used to obtain information on performance assessments is journal articles. Districts also turn to outside consultants for assistance in this area. Additionally, it is interesting to note that there has been significantly more professional development in performance assessment offered to administrators than to teachers. Finally, parental involvement in the process appears to be minimal at this time consisting mainly of sending test reports home.

With the impending reforms tied to the Commission of Educational Excellence Report, assessment will continue to be at the forefront in Connecticut's districts. It is hoped that with this increased attention to proper assessment and the significant number of professional development offerings being provided, the result will be increased achievement for students attending each of the "two Connecticuts" as districts strive toward what has been termed "world-class" standards.

The Illinois Perspective

Description of Illinois' Mandated Assessment Programs

Illinois requires assessment at both the state and local levels. The state assessment consists of multiple-choice tests in reading and math at grades 3, 6, 8 and 10; multiple-choice science and social studies tests at grades 4, 7 and 11; and performance assessments in writing at grades 3, 6, 8 and 10.

The local assessment requirement has undergone some changes in recent years. Beginning in the late 1980s, districts were required to develop learning objectives based on some of the state learning goals and to assess attainment of those objectives every year, using assessments that were reliable, valid and fair. Nearly every district responded to that mandate by administering norm-referenced tests. The only subject in which performance assessment was commonly used was writing. There are two reasons for that. The first is that the state provided a detailed writing scoring rubric and a considerable amount of training in how to use it. The second is that the local assessment was seen as an opportunity to practice for the state writing assessment and many of the local writing assessments generally resembled the state writing assessment in format.

In 1991, the state announced a new school accreditation system that is profoundly changing the nature of local assessment. Like most states, Illinois previously based public school accreditation on compliance with state law. Under the new guidelines, however, compliance with state law is only one of three factors that are considered. The other two are scores on the state assessments and an elaborate curriculum/instruction/assessment framework to be developed by each school. To create this framework, every school faculty will cooperatively develop learning outcomes that are tied to each of the 34 state learning goals, which cover language arts, mathematics, science, fine arts, health and physical development, and science. They must plan and document that they deliver instruction that is aligned with the outcomes and devise an assessment system to measure attainment of the learning outcomes. The state requires a minimum of two assessments per outcome, at least one of which ***must*** be a performance assessment. A school with grades 1-8 must develop this system at a minimum of two grades, while schools with fewer grades must meet the requirements for at least one grade. Depending on the number of outcomes, this could easily add up to over 100 assessments per grade, at least half of which must be performance assessments. Records of the results of each of these assessments must be maintained for the student population as a whole and disaggregated by a host of group membership variables. The assessment system is intended to provide data that will drive the school's improvement plan. Finally, detailed written evidence of validity, reliability and fairness of each of these dozens of performance and conventional assessments must be obtained by the school staff and submitted for state inspection.

The phase-in of the new accreditation system began on a very limited scale during the 1992-93 school year, with complete implementation required by October 1, 1995.

Illinois Survey Sample

The Illinois sample was drawn from the population of those designated by each of the 930 districts as its official contact person for matters regarding the state assessment. The contact people may be assessment directors, curriculum supervisors, superintendents, other district administrators, and occasionally, local school staff. One-fifth of the population, 186 people, were randomly sampled. Sixty questionnaires, or 32.3%, were returned to be included in the analyses.

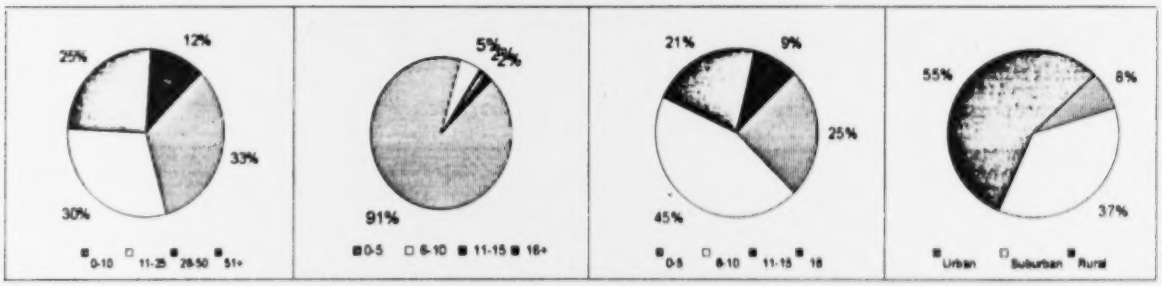
The state's 930 school districts service a total of 1,835,740 students. Of these students, 11% receive special education services, 13% are considered to be limited English proficient, and 30.3% are eligible for free and reduced lunch.

Illinois State Survey Results

Characteristics of Districts Responding

Surveys returned:	60	(6.5% of districts represented)
Student enrollment represented:	514,582	(28.0% of students statewide)

Percent of respondents by district context variables:



Percent Free/Reduced Lunch or AFDC | Percent Limited English Proficient (LEP) | Percent Special Education | Type of District

Impact of State Level Testing

1a. Degree to which state level mandates influence districts' practices regarding performance assessments:

(5)	Extremely influential	19	31.7%	
(4)	Very influential	24	40.0%	
(3)	Somewhat influential	14	23.3%	
(2)	Limited influence	3	5.0%	
(1)	No influence at all	0	0%	Overall average: 3.98

1b. Degree to which the emphasis on performance assessments administered in districts by the state changed over the past five years:

(5)	Significant increase	31	52.5%	
(4)	Some increase	25	42.4%	
(3)	No change	3	5.1%	
(2)	Some decrease	0	0%	
(1)	Significant decrease	0	0%	Overall average: 4.48

1c. Degree to which it is felt the emphasis on performance assessment administered in districts by the state will change in the next five years?

(5)	Significant increase	34	56.7%	
(4)	Some increase	23	38.3%	
(3)	No change	3	5.0%	
(2)	Some decrease	0	0%	
(1)	Significant decrease	0	0%	Overall average: 4.52

Factors Related to District Level Testing

2. Method used in implementing district performance assessments:

Started from scratch	31	53.4%
Obtained from publisher	14	24.1%
Adapted materials from another district or state	8	13.8%
Used materials from another district or state	1	1.7%
Other [Individuals cited a combination of the above.]	4	6.9%

3. Subject (s) and grade level(s) in which performance assessments are used as part of district-wide (as opposed to state-mandated or individual classroom) testing programs:

	PreK-2	Gr. 3-5	Gr. 6-8	Gr. 9-12
Reading	24 40.0%	33 55.0%	29 48.3%	17 28.3%
Writing	21 35.0%	41 68.3%	41 68.3%	26 43.3%
Mathematics	20 33.3%	33 55.0%	31 51.7%	19 31.7%
Science	17 28.3%	37 61.7%	41 68.3%	23 38.3%
Social Studies	12 20.0%	25 41.7%	28 46.7%	17 28.3%
Physical Education	17 28.3%	26 43.3%	26 43.3%	16 26.7%
Other	8 13.3%	13 21.7%	13 21.7%	8 13.3%

4a. Overall, degree to which emphasis on performance assessment in districts changed over the past five years:

(5)	Significant increase	33	55.0%	
(4)	Some increase	23	38.3%	
(3)	No change	4	6.7%	
(2)	Some decrease	0	0%	
(1)	Significant decrease	0	0%	Overall average: 4.48

4b. Overall, degree to which emphasis on performance assessment in districts will change over the next five years:

(5)	Significant increase	34	56.7%	
(4)	Some increase	23	38.3%	
(3)	No change	2	3.3%	
(2)	Some decrease	0	0%	
(1)	Significant decrease	1	1.7%	Overall average: 4.48

4c. Overall, degree to which district test directors would like the emphasis on performance assessment in districts to change over the next five years:

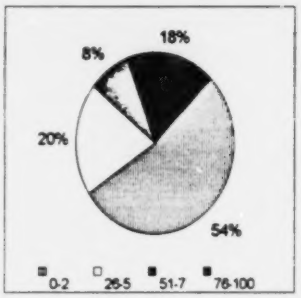
(5)	Significant increase	18	30.0%	
(4)	Some increase	26	43.3%	
(3)	No change	11	18.4%	
(2)	Some decrease	3	5.0%	
(1)	Significant decrease	2	3.3%	Overall average: 3.92

5a. Sources used to obtain information on performance assessments:

Publications from the state	49	81.7%
Publications from the district	13	21.7%
Journals	39	65.0%
Professional organizations	40	66.7%
Other [Responses, in deceasing order of frequency, included workshops, state-funded Educational Service Centers, publishers, consultants, university staff and other school systems.]	23	38.3%

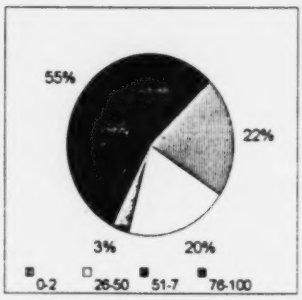
5b-c. Over the past year, on average, percent receiving professional development in the area of performance assessment:

Mean=42.6
Median=30.0
Mode=20.0



Teachers

Mean=65.9
Median=82.5
Mode=100



Administrators

5d. Individuals providing professional development opportunities in the area of performance assessment:

Outside consultant(s)	42	70.0%
State Department of Education personnel	34	56.7%
District curriculum administrators/coordinators	25	41.7%
District testing administrators/coordinators	17	28.3%
Teachers within the district	29	48.3%
Other [By far the most frequent response was the Educational Service Centers. Other responses included university staff, outside consultants, teachers' unions and regional superintendents of schools.]	22	36.7%

5e. Individual with primary responsibility for providing professional development opportunities to district teachers and administrators:

Outside consultant(s)	8	13.3%
State Department of Education personnel	8	13.3%
District curriculum administrators/coordinators	16	26.7%
District testing administrators/coordinators	5	8.3%
Teachers within the district	1	1.7%
Other [Educational Service Center staff was the most frequent response. Also noted were outside consultants, principals, regional superintendents of schools, teachers and district superintendents.]	16	26.7%

6a-b. Special policies/procedures developed for participation of students:

Limited English Proficient (LEP)	14	23.3%
Special Education	31	51.7%

7. Ways parents have been informed and/or involved in district-wide performance assessment:

No information or involvement	7	11.7%
Information provided to parents in newsletters	43	71.7%
Information provided to parents in pamphlets	11	18.3%
Parents are routinely provided child's results	35	58.3%
Presentations/workshops at PTO are provided	15	25.0%
Specially developed workshops are provided	2	3.3%
Parents are involved with developing assessments	6	10.0%
Parents are involved with scoring assessments	1	1.7%
Other	4	6.7%

8. Some major problems encountered during the implementation phase:

Lack of time for training, assessment development, administration and scoring were the most frequently cited problems. Teachers' reluctance to make changes, develop tests or to do other extra work were mentioned almost as often. Two other significant concerns were lack of training and the challenge of developing reliable and valid assessments. Less frequently mentioned problems were data management, lack of funds and unclear or changing state requirements.

9. Ways in which performance assessment has influenced the quality of instruction and student learning:

Most of those reporting positive changes including improved instruction (particularly in writing), better accountability and better alignment of assessments with instruction. A minority voiced concerns about test development and administration taking time away from instruction. About a fourth of the respondents said it was still too early to tell if performance assessment is influencing instruction and learning.

10. Next steps to be taken by districts relative to implementation of performance assessments:

The largest number of respondents indicated that use of performance assessment would be extended to other subjects and/or grades. The next most frequent responses were that in-service would take place and that the quality of performance assessments will improve.

Illinois Survey Summary Highlights

- Nearly all of Illinois' educators reported an increase in the use of performance assessments over the past five years.
- Nearly three-fourths of the respondents said state mandates were very or extremely influential in determining use of performance assessment.
- Writing is the subject area most frequently assessed with performance assessments.
- Problems in implementation of performance assessment include lack of time, teachers' reluctance, lack of training in assessment development and difficulties in devising valid and reliable assessment.
- Many respondents said that use of performance assessment has had a positive impact on instruction.

Part III: Inter- and Intra-State Differences: A Comparative Analysis*

This section of the report provides analyses across the states and by selected context characteristics of districts (*i.e.*, enrollment size, socioeconomic status, percent of student with limited English proficient or receiving special education services, and type (*i.e.*, urban, suburban or rural).

Inter-State Comparisons

Impact of State Level Testing

1a. Degree to which state level mandates influence districts' practices regarding performance assessments:

CA	CO	CT	IL	Overall	F (*df*)	*p*	Difference(s)
4.16	3.23	4.01	3.98	3.92	11.67 (3, 248)	<.001	CO to CA, CT, IL

1b. Degree to which the emphasis on performance assessments administered in districts by the state changed over the past five years:

CA	CO	CT	IL	Overall	F (*df*)	*p*	Difference(s)
4.69	3.86	4.42	4.48	4.43	15.23 (3,246)	<.001	CO to CA, CT, IL

1c. Degree to which it is felt the emphasis on performance assessment administered in districts by the state will change in the next five years:

CA	CO	CT	IL	Overall	F (*df*)	*p*	Difference(s)
4.51	4.44	4.45	4.52	4.48	4.48 (3, 248)	<.871	none

Impact of District Level Testing

4a. Overall, degree to which emphasis on performance assessment in districts have changed over the past five years:

CA	CO	CT	IL	Overall	F (*df*)	*p*	Difference(s)
4.39	4.02	4.23	4.48	4.31	3.63 (3,245)	<.014	CO to IL

4b. Overall, degree to which emphasis on performance assessment in districts will change over the next five years:

CA	CO	CT	IL	Overall	F (*df*)	*p*	Difference(s)
4.58	4.52	4.54	4.48	4.54	.23 (3,246)	<.874	none

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* An analysis of variance (ANOVA) was used to determine if there was a significant difference among the means. The F (*df*) and *p* values which are presented reflect these ANOVA results. When statistical significance was obtained, the conservative post hoc Scheffé test was applied to determine where the difference(s) existed. When percents are presented, only descriptive comparisons are offered.

4c. Overall, degree to which district test directors would like the emphasis on performance assessment in districts to change over the next five years:

CA	CO	CT	IL	Overall	F (*df*)	*p*	Difference(s)
4.41	4.41	4.26	3.92	4.25	3.73 (3,246)	<.012	CA to IL

Sources of Information and Professional Development

2. Method used in implementing district performance assessments:

	CA	CO	CT	IL	Range
Started from scratch	30.5%	30.2%	33.8%	53.4%	23.2
Obtained from publisher	26.1%	20.9%	27.7%	24.1%	6.8
Adapted materials from another district or state	28.0%	23.3%	15.4%	13.8%	14.2
Used materials from another district or state	0%	2.3%	6.2%	1.7%	6.2
Other	14.6%	7.0%	16.9%	6.9%	10.0

5a. Sources used to obtain information on performance assessments:

	CA	CO	CT	IL	Range
Publications from the state	92.9%	79.1%	83.1%	81.7%	13.8
Publications from the district	31.0%	27.9%	24.6%	21.7%	9.3
Journals	86.9%	81.4%	95.4%	65.0%	30.4
Professional organizations	89.3%	81.4%	70.8%	66.7%	22.6
Other	39.3%	32.6%	30.8%	38.3%	8.5

5b-c. Over the past year, on average, percent receiving professional development in the area of performance assessment:

Teachers

CA	CO	CT	IL	Overall	F (*df*)	*p*	Difference(s)
42.60	27.93	37.09	39.00	37.82	1.85 (3,248)	<.138	none

Administrators

CA	CO	CT	IL	Overall	F (*df*)	*p*	Difference(s)
65.93	64.74	46.83	66.05	60.83	3.61 (3,248)	<.014	CA to CT, IL

5d. Individuals providing professional development opportunities in the area of performance assessment:

	CA	CO	CT	IL	Range
Outside consultant(s)	69.0%	65.1%	76.9%	70.0%	11.8
State Department of Education personnel	25.0%	46.5%	60.0%	56.7%	35.0
District curriculum administrators/coordinators	81.0%	53.5%	67.7%	41.7%	39.3
District testing administrators/coordinators	66.7%	27.9%	43.1%	28.3%	38.8
Teachers within the district	91.7%	58.1%	58.5%	48.3%	43.4
Other	25.0%	11.6%	7.7%	36.7%	29.0

5e. Individual with primary responsibility for providing professional development opportunities to district teachers and administrators:

	CA	CO	CT	IL	Range
Range Outside consultant(s)	1.2%	9.3%	18.5%	13.3%	9.2
State Department of Education personnel	1.2%	11.6%	6.2%	13.3%	12.1
District curriculum administrators/coordinators	50.0%	46.5%	43.1%	26.7%	23.3
District testing administrators/coordinators	25.0%	4.7%	15.4%	8.3%	20.3
Teachers within the district	8.3%	11.6%	1.5%	1.7%	10.1
Other	6.0%	7.0%	10.8%	26.7%	20.7

Special Policies/Procedures

6a-b. Special policies/procedures are developed for participation of students:

	CA	CO	CT	IL	Range
Limited English Proficient (LEP)	52.4%	14.0%	21.5%	23.3%	38.4
Special Education	52.4%	41.9%	50.8%	51.7%	10.5

Parent Involvement

7. Ways parents have been informed and/or involved in district-wide performance assessment:

	CA	CO	CT	IL	Range
No information or involvement	8.3%	4.7%	10.8%	11.7%	7.0
Information provided in newsletters	72.6%	69.8%	56.9%	71.7%	15.7
Information provided in pamphlets	20.2%	18.6%	36.9%	18.3%	18.6
Parents are routinely provided child's results	66.7%	46.5%	60.0%	58.3%	20.2
Presentations/workshops at PTO are given	52.4%	53.5%	55.4%	25.0%	30.4
Specially developed workshops are provided	19.0%	20.9%	16.9%	3.3%	17.6
Parents are involved with development	4.8%	27.9%	1.5%	10.0%	26.4
Parents are involved with scoring	4.8%	2.3%	0%	1.7%	4.8
Other	8.3%	11.6%	4.6%	6.7%	7.0

Summary Highlights of Inter-State Comparisons

The following highlighted findings may be gleaned based on inter-state survey results:

- The degree to which state level mandates influence districts' practices regarding performance assessments is significant across all states. However, educators in Colorado feel they are less influenced than individuals across the other states.

- Respondents across all states indicated that the emphasis on performance assessment has changed significantly over the past five years and will continue to increase. Minimal differences across states emerged.

- An examination of the sources of information used and professional development yielded some interesting results. About 25% of the educators in each of the four states tended to have started from scratch, obtained materials from a publisher or adapted materials from another district or state. A very high percentage indicated that they use literature from the state, journals and professional organizations; however, there were differences noted in the percent using professional organizations. Also, a significantly higher percent of administrators than teachers in each state received professional development over the past year in performance assessment. Individuals who are responsible for providing this professional development also vary significantly across the states.

- More districts tend to have special policies/procedures for special education than limited English proficient (LEP) students. This is not surprising given that many districts have limited or not LEP students.

- Each of the four states generally provide results to parents. While Connecticut appears to provide more information to parents in a variety of ways, overall, parents are not directly involved with performance assessment in any of the four states.

Intra-State Comparisons*

For the following analyses, student enrollment (heading: enroll) percent on free and reduced lunch (heading: SES), percent of students with limited English proficiency (heading: LEP), percent of students receiving special education services (heading: SpEd), and type of community (heading: type) have been recoded as categorical variables in order to simplify the analyses. The following table summarizes the number of respondents in each category and provides the classification system employed.

	1	2	3	4	5	Classifications
Enroll	49	92	34	22	43	1=100-1,000 2=1,000-5,000 3=5,001-10,000 4=10,001-15,000 5=15,000+
SES	109	59	59	25		1=0-10% 2=11-25% 3=26-50% 4=51+%
LEP	171	21	21	39		1=1-5% 2=6-10% 3=11-15% 4=16+%
SpEd	39	90	64	19		1=1-5% 2=6-10% 3=11-15% 4=16+%
Type	36	115	75			1=Urban 2=Suburban 3=Rural

Impact of State Level Testing

1a. Degree to which state level mandates influence districts' practices regarding performance assessments:

	1	2	3	4	5	Overall	F (*df*)	*p*	Difference
Enroll	3.65	3.88	4.20	4.05	4.07	3.92	2.31 (4,235)	<.059	none
SES	3.93	3.97	3.95	3.68		3.92	6.57 (3,248)	<.579	none
LEP	3.84	4.10	4.11	4.10		3.92	1.53 (3,248)	<.207	none
SpEd	3.92	3.98	3.78	3.74		3.89	.80 (3,208)	<.494	none
Type	4.14	4.02	3.65			3.92	5.24 (2,223)	<.006	1 to 2,3

1b. Degree to which the emphasis on performance assessments administered in districts by the state changed over the past five years:

	1	2	3	4	5	Overall	F (*df*)	*p*	Difference
Enroll	4.33	4.42	4.56	4.62	4.53	4.46	1.03 (4,233)	<.395	none
SES	4.38	4.51	4.52	4.24		4.42	1.32 (3,246)	<.269	none
LEP	4.36	4.38	4.48	4.74		4.43	3.33 (3,246)	<.020	1 to 4
SpEd	4.49	4.50	4.38	4.11		4.42	1.70 (3,207)	<.168	none
Type	4.72	4.40	4.31			4.42	4.10 (2,222)	<.018	1 to 3

* Some minor variations exist with respect to "overall" means due to missing data on the classification variable.

1c. Degree to which it is felt the emphasis on performance assessment administered in districts by the state will change in the next five years:

	1	2	3	4	5	Overall	F (*df*)	*p*	Difference
Enroll	4.49	4.52	4.59	4.63	4.30	4.50	1.51 (4,235)	<.201	none
SES	4.49	4.46	4.67	4.56		4.48	.15 (3,248)	<.929	none
LEP	4.52	4.33	4.62	4.33		4.48	1.58 (3,248)	<.194	none
SpEd	4.56	4.41	4.48	4.42		4.46	.55 (3,208)	<.646	none
Type	4.39	4.51	4.49			4.48	.51 (2,223)	<.603	none

Impact of District Level Testing

4a. Overall, degree to which emphasis on performance assessment in districts have changed over the past five years:

	1	2	3	4	5	Overall	F (*df*)	*p*	Difference
Enroll	4.20	4.43	4.30	4.27	4.33	4.34	.85 (4,233)	<.498	none
SES	4.17	4.47	4.40	4.36		4.31	2.38 (3,245)	<.070	none
LEP	4.26	4.33	4.25	4.52		4.31	1.26 (3,245)	<.288	none
SpEd	4.36	4.37	4.32	3.95		4.31	1.69 (3,206)	<.169	none
Type	4.44	4.32	4.20			4.30	1.38 (2,221)	<.254	none

4b. Overall, degree to which emphasis on performance assessment in districts will change over the next five years:

	1	2	3	4	5	Overall	F (*df*)	*p*	Difference
Enroll	4.47	4.61	4.58	4.64	4.48	4.56	.59 (4,234)	<.667	none
SES	4.48	4.57	4.52	4.72		4.54	.90 (3,246)	<.442	none
LEP	4.52	4.71	4.52	4.53		4.53	.53 (3,246)	<.663	none
SpEd	4.72	4.56	4.50	4.26		4.54	2.45 (3,207)	<.064	none
Type	4.61	4.55	4.51			4.55	.32 (2,222)	<.723	none

4c. Overall, degree to which district test directors would like the emphasis on performance assessment in districts to change over the next five years:

	1	2	3	4	5	Overall	F (*df*)	*p*	Difference
Enroll	3.82	4.41	4.42	4.54	4.23	4.27	4.53 (4,234)	<.002	1 to 2, 4
SES	4.25	4.12	4.34	4.36		4.25	.64 (3,246)	<.591	none
LEP	4.18	4.48	4.29	4.42		4.25	1.10 (3,246)	<.348	none
SpEd	4.20	4.25	4.21	4.05		4.26	.78 (3,207)	<.507	none
Type	4.31	4.39	4.03			4.26	3.58 (2,222)	<.029	2 to 3

Sources of Information and Professional Development

2. Method used in implementing district performance assessments:

		1	2	3	4	5	Range
Started from scratch	Enroll	22.9%	44.0%	27.3%	38.1%	47.6%	24.7
	SES	37.1%	39.7%	35.6%	32.0%		7.7
	LEP	37.7%	23.8%	52.4%	31.6%		28.6
	SpEd	50.0%	28.1%	46.9%	26.3%		23.7
	Type	38.9%	40.2%	29.3%			10.9
Obtained from publisher	Enroll	43.8%	14.3%	30.3%	33.3%	19.0%	29.5
	SES	37.6%	20.7%	25.4%	28.0%		16.9
	LEP	26.9%	14.3%	4.8%	36.8%		32.0
	SpEd	26.3%	28.1%	20.3%	31.6%		11.3
	Type	19.4%	25.9%	29.3%			9.9
Adapted from other district/state	Enroll	16.7%	20.9%	33.3%	14.3%	16.7%	19.0
	SES	13.3%	31.0%	23.7%	20.0%		17.7
	LEP	18.0%	38.1%	19.0%	23.7%		20.1
	SpEd	15.8%	25.8%	20.3%	10.5%		15.3
	Type	16.7%	19.6%	22.7%			6.0
Used materials from district/state	Enroll	4.2%	2.2%	0.0%	4.8%	0%	4.8
	SES	1.9%	1.7%	5.1%	0%		3.4
	LEP	3.0%	4.8%	0%	0%		4.8
	SpEd	2.6%	1.1%	3.1%	10.5%		9.4
	Type	2.8%	2.7%	2.7%			.4
Other	Enroll	8.3%	15.4%	9.1%	9.5%	14.3%	7.1
	SES	17.1%	6.9%	6.8%	16.0%		10.3
	LEP	11.4%	14.3%	23.8%	7.9%		15.9
	SpEd	5.3%	13.5%	7.8%	21.1%		15.8
	Type	22.2%	11.6%	10.7%			11.5

5a. Sources used to obtain information on performance assessments:

		1	2	3	4	5	Range
Publications from the state	Enroll	81.6%	85.7%	91.2%	77.3%	88.4%	13.9
	SES	83.5%	81.4%	88.1%	96.0%		14.6
	LEP	84.2%	90.5%	85.7%	87.2%		6.3
	SpEd	97.4%	81.1%	82.8%	78.9%		18.5
	Type	88.9%	85.2%	86.7%			3.7

		1	2	3	4	5	Range
Publications from the district	Enroll	18.4%	31.5%	20.6%	22.7%	34.9%	16.5
	SES	28.4%	20.3%	25.4%	36.0%		15.7
	LEP	25.7%	28.6%	4.8%	41.0%		36.2
	SpEd	20.5%	27.8%	29.7%	21.1%		9.2
	Type	44.4%	22.6%	21.3%			23.1
Journals	Enroll	53.1%	90.2%	88.2%	95.5%	95.3%	42.4
	SES	82.6%	79.7%	83.1%	82.0%		3.4
	LEP	79.5%	85.7%	90.5%	92.3%		12.8
	SpEd	82.1%	82.2%	82.8%	89.5%		7.4
	Type	94.4%	90.4%	73.3%			21.1
Professional organizations	Enroll	53.1%	81.5%	85.3%	95.5%	90.7%	42.4
	SES	69.7%	74.6%	91.5%	88.0%		21.8
	LEP	71.9%	90.5%	81.0%	94.9%		23.0
	SpEd	76.9%	83.3%	71.9%	63.2%		20.1
	Type	94.4%	82.6%	66.7%			27.7
Other	Enroll	30.6%	42.4%	32.4%	27.3%	41.9%	15.1
	SES	33.0%	32.2%	44.1%	36.0%		11.9
	LEP	34.5%	38.1%	33.3%	41.0%		7.7
	SpEd	33.3%	40.0%	37.5%	21.1%		18.9
	Type	38.9%	33.9%	34.7%			5.0

5b-c. Over the past year, on average, percent receiving professional development in the area of performance assessment:

Teachers

	1	2	3	4	5	Overall	F (*df*)	*p*	Difference
Enroll	34.14	37.28	36.97	37.36	41.34	37.33	.27 (4,235)	<.898	none
SES	37.42	36.97	40.03	36.32		37.82	.12 (3,248)	<.949	none
LEP	36.81	28.33	34.29	49.23		37.82	2.21 (3,248)	<.087	none
SpEd	32.05	35.92	41.41	27.31		36.09	1.23 (3,208)	<.300	none
Type	45.75	36.41	34.92			37.40	1.41 (2,223)	<.244	none

Administrators

	1	2	3	4	5	Overall	F (*df*)	*p*	Difference
Enroll	63.24	59.89	52.23	58.86	68.81	60.99	.87 (4,235)	<.484	none
SES	57.75	61.44	63.44	66.64		60.83	.47 (3,248)	<.707	none
LEP	60.26	48.52	61.33	69.69		60.83	1.29 (3,248)	<.279	none
SpEd	63.41	60.68	62.70	41.79		60.10	1.47 (3,208)	<.231	none
Type	58.44	59.94	70.09			60.53	3.23 (2,227)	<.028	2 to 3

5d. Individuals providing professional development opportunities in the area of performance assessment:

		1	2	3	4	5	Range
Outside consultant(s)	Enroll	59.2%	81.5%	76.5%	77.3%	60.5%	22.3
	SES	68.8%	74.6%	66.1%	80.0%		13.9
	LEP	68.4%	71.4%	71.4%	79.5%		11.1
	SpEd	74.4%	76.7%	47.2%	63.2%		29.5
	Type	72.2%	71.3%	69.3%			2.9
State Department of Ed. personnel	Enroll	59.2%	50.0%	38.2%	36.4%	23.3%	35.9
	SES	48.0%	52.5%	44.1%	32.0%		20.5
	LEP	50.3%	38.1%	42.9%	28.2%		22.1
	SpEd	51.3%	38.9%	56.3%	42.1%		17.4
	Type	33.3%	40.9%	56.0%			22.7
District curriculum admin./coord.	Enroll	84.4%	69.6%	88.2%	77.3%	81.4%	18.6
	SES	69.7%	54.2%	59.3%	68.0%		15.5
	LEP	56.3%	81.0%	81.0%	74.4%		24.7
	SpEd	66.7%	60.0%	59.4%	57.9%		8.8
	Type	80.6%	77.4%	37.3%			43.3
District testing admin./coord.	Enroll	24.5%	32.6%	47.1%	68.2%	86.0%	61.5
	SES	40.4%	37.3%	54.2%	60.0%		22.7
	LEP	34.5%	47.6%	57.1%	82.1%		47.6
	SpEd	38.5%	44.4%	39.1%	42.1%		5.9
	Type	80.6%	45.2%	25.3			55.3
Teachers within the district	Enroll	38.8%	65.2%	85.3%	86.4%	83.7%	47.6
	SES	69.7%	59.3%	67.8%	72.0%		12.7
	LEP	58.5%	81.0%	85.7%	87.2%		28.7
	SpEd	66.7%	77.8%	57.8%	36.8%		41.0
	Type	75.0%	74.8%	53.3%			21.7
Other	Enroll	34.7%	16.3%	20.6%	13.6%	23.3%	21.1
	SES	18.3%	18.6%	30.5%	16.0%		14.5
	LEP	20.5%	9.5%	42.9%	17.9%		33.4
	SpEd	33.3%	22.2%	17.2%	5.3%		28.0
	Type	19.4%	18.3%	26.7%			8.4

5e. Individual with primary responsibility for providing professional development opportunities to district teachers and administrators:

		1	2	3	4	5	Range
Outside consultant(s)	Enroll	21.7%	13.4%	9.4%	4.5%	0%	21.7
	SES	11.1%	16.7%	7.1%	4.3%		12.4
	LEP	14.0%	0%	9.5%	2.7%		14.0
	SpEd	13.5%	13.3%	9.8%	11.8%		3.7
	Type	5.9%	8.7%	17.1%			11.2

		1	2	3	4	5	Range
State Department of Ed. personnel	Enroll	17.4%	6.1%	6.3%	0%	0%	17.4
	SES	8.1%	7.4%	7.1%	8.7%		1.6
	LEP	10.2%	0%	4.8%	2.7%		10.2
	SpEd	2.7%	7.2%	6.6%	17.6%		14.9
	Type	0%	5.8%	12.9%			12.9
District curriculum admin./coord.	Enroll	21.7%	51.2%	50.0%	59.1%	52.5%	37.4
	SES	52.5%	38.9%	37.5%	52.2%		15.0
	LEP	45.9%	58.8%	52.4%	35.1%		23.7
	SpEd	35.1%	45.8%	44.3%	41.2%		10.7
	Type	52.9%	51.0%	35.7%			17.2
District testing admin./coordinators	Enroll	0%	13.4%	21.9%	18.2%	37.5%	37.5
	SES	13.1%	14.8%	19.6%	26.1%		13.0
	LEP	9.6%	11.8%	23.8%	43.2%		33.6
	SpEd	16.2%	14.5%	23.0%	11.8%		11.2
	Type	35.3%	18.3%	2.9%			32.4
Teachers within the district	Enroll	6.5%	6.1%	6.3%	4.5%	5.0%	2.0
	SES	2.0%	9.3%	12.5%	0%		12.5
	LEP	4.5%	29.4%	4.8%	2.7%		26.7
	SpEd	8.1%	8.4%	4.9%	5.9%		3.5
	Type	0%	6.7%	8.6%			8.6
Other	Enroll	32.6%	9.8%	6.3%	13.6%	5.0%	27.6
	SES	13.1%	13.0%	16.1%	8.7%		7.4
	LEP	15.9%	0%	4.8%	13.5%		15.9
	SpEd	24.3%	10.8%	11.5%	11.8%		13.5
	Type	5.9%	9.6%	22.9%			17.0

Special Policies/Procedures

6a-b. Special policies/procedures are developed for participation of students:

		1	2	3	4	5	Range
Limited English Proficient (LEP)	Enroll	4.1%	20.7%	52.9%	50.0%	62.8%	58.7
	SES	27.5%	30.5%	37.3%	32.0%		9.8
	LEP	19.9%	47.6%	42.9%	64.1%		44.2
	SpEd	20.5%	32.2%	25.0%	21.1%		11.7
	Type	57.8%	37.4%	10.7%			47.1
Special Education	Enroll	32.7%	48.9%	52.9%	63.6%	69.8%	37.1
	SES	53.2%	50.8%	40.7%	56.0%		15.3
	LEP	49.1%	47.6%	47.6%	46.4%		2.7
	SpEd	33.3%	54.4%	45.3%	42.1%		21.1
	Type	55.6%	56.5%	37.3%			19.2

Parent Involvement

7. Ways parents have been informed and/or involved in district-wide performance assessment:

		1	2	3	4	5	Range
No information or involvement	Enroll	14.3%	9.8%	5.9%	0.0%	9.3%	14.3
	SES	10.1%	8.5%	6.8%	12.0%		5.2
	LEP	8.2%	14.3%	14.3%	7.7%		6.6
	SpEd	15.4%	8.9%	9.4%	5.3%		10.1
	Type	8.3%	9.6%	10.7%			2.4
Information provided in newsletters	Enroll	71.4%	70.7%	67.6%	77.3%	62.8%	14.5
	SES	67.0%	69.5%	76.3%	48.0%		28.3
	LEP	67.3%	76.2%	57.1%	71.8%		19.1
	SpEd	64.1%	73.3%	67.2%	52.6%		20.7
	Type	55.6%	73.9%	66.7%			18.3
Information provided in pamphlets	Enroll	20.4%	28.3%	26.5%	27.3%	18.6%	9.7
	SES	22.0%	27.1%	22.0%	28.0%		6.0
	LEP	24.6%	23.8%	19.0%	23.1%		5.6
	SpEd	20.3%	23.3%	28.1%	47.4%		27.1
	Type	25.0%	25.2%	22.7%			2.5
Parents routinely provided results	Enroll	55.1%	59.8%	61.8%	72.7%	60.5%	17.6
	SES	60.6%	62.7%	55.9%	66.0%		10.1
	LEP	24.6%	23.8%	19.0%	23.1%		5.6
	SpEd	10.3%	23.3%	28.1%	47.4%		37.1
	Type	25.0%	25.2%	22.7%			2.5
Presentations/workshops at PTO	Enroll	30.6%	48.9%	61.8%	68.2%	46.5%	37.6
	SES	46.8%	44.1%	47.5%	52.0%		7.9
	LEP	44.4%	47.6%	23.8%	69.2%		45.4
	SpEd	28.2%	50.0%	53.1%	31.6%		24.9
	Type	47.2%	52.2%	34.7%			17.5
Special workshops are provided	Enroll	8.2%	20.7%	8.8%	22.7%	16.3%	14.5
	SES	16.5%	13.6%	15.3%	12.0%		4.5
	LEP	13.5%	19.0%	14.3%	20.5%		7.0
	SpEd	10.3%	18.9%	15.6%	5.3%		13.6
	Type	5.6%	19.1%	16.0%			13.5
Parents involved with development	Enroll	14.3%	10.9%	5.9%	4.5%	7.0%	9.8
	SES	9.2%	5.1%	13.6%	8.0%		8.5
	LEP	11.1%	9.5%	4.8%	2.6%		8.5
	SpEd	5.1%	10.0%	10.9%	10.5%		5.8
	Type	5.6%	4.3%	16.0%			11.7
Parents involved with scoring	Enroll	0.0%	1.1%	0.0%	4.5%	7.0%	7.0
	SES	1.8%	3.4%	3.4%	0.0%		3.4
	LEP	1.2%	14.3%	0.0%	2.6%		14.3
	SpEd	2.6%	3.3%	0.0%	0.0%		3.3
	Type	5.6%	1.7%	1.3%			4.3

		1	2	3	4	5	Range
Other	Enroll	12.2%	6.5%	5.9%	4.5%	9.3%	7.7
	SES	7.3%	3.4%	11.9%	8.0%		8.5
	LEP	7.6%	9.5%	9.5%	5.1%		4.4
	SpEd	15.4%	2.2%	9.4%	10.5%		13.2
	Type	8.3%	6.1%	9.3%			3.2

Summary Highlights of Intra-State Comparisons

Many interesting patterns and trends emerged through the analyses of survey results across the four states based on district context variables. The following highlights may be noted:

- Despite different mandates which exist in the four states, results indicate that these mandates have a substantial influence in districts' movements toward performance assessments. The influence of these state mandates is statistically most significant for the urban school districts. Additionally, individuals from all types of districts uniformly agree that the emphasis on performance assessments administered in districts by the state will increase over the next five years. In fact, all subgroup averages exceeded 4.3 on the one-to-five Likert scale which was employed.

- In a manner comparable to state testing, district level testing will be moving towards more performance assessments. However, district test directors in the smaller districts hope that the trend will be slightly less than the degree to which they feel performance assessments actually will be emphasized over the next five years.

- The method generally used in implementing performance assessments was to start from scratch or obtain materials from a publisher. However, sources of information used appears to be dependant on district context. For example, while all districts rely heavily on publications from the state, this is most evident for districts serving the highest percent of poor children. Also, smaller districts and districts characterized as rural tend to rely less on receiving information from journals and professional organizations than their counterparts in large, urban districts. Perhaps this is due, at least in part, to the more specialized nature of positions in the larger districts.

- As a minimum, one third of the certified staff received professional development in the area of performance assessment this past year. Most noteworthy is that nearly double the percent of administrators than teachers received this training. Individuals providing this training ranged from outside consultants (including state department personnel) to in-district administrators and teachers. The primary responsibility generally was with the district curriculum director.

- As anticipated, the larger the district or the higher percent of at-risk students, the more likely districts developed special policies and/or procedures for limited English proficient and/or special education students.

- Finally, the vast majority of districts are reaching out to parents to inform and/or involve them with performance assessments. Generally, this is done through newsletters, student test results which are sent home, and workshop presentations. A few districts have even involved parents in the development of performance assessments.

Report Summary

This symposium and resulting paper expanded upon the research of Perlman (1993) who had examined districts' performance assessment development efforts by exploring and describing districts' implementation practices and the degree to which these are influenced by state mandates. A number of areas were pursued in this descriptive study. These areas included how districts started, sources of information used, professional development provided, the development of special policies/ procedures relative to at-risk populations, and the degree to which parents are informed and/or involved. Given the resources (time, training, financial) being devoted to this Zeitgeist, the next step is apparent: there exists the need to commence a systematic collection of information directly from districts relative to changes in student achievement that may be attributable to the increased emphasis on performance assessments.

Appendix A

Performance Assessment Survey

Performance Assessment Trends Across California, Colorado, Connecticut and Illinois School Districts

District Characteristics

1993-94 district enrollment: _____
Grade levels serviced by district: _____
Percent free/reduced lunch or AFDC: _____ %
Percent Limited English Proficient: _____ %
Percent Special Education: _____ %
State (select one): CA / CO / CT / IL
Type of district (select one): Urban / Suburban / Rural

Questions 1a-c refer to state level testing.

1a. To what degree do you feel that your state level mandates influence your district's practices regarding performance assessment?

___ Extremely influential
___ Very influential
___ Somewhat influential
___ Limited influence
___ No influence at all

1b. Overall, to what degree has the emphasis on performance assessments administered in your district by the state changed over the past 5 years?

___ Significant increase
___ Some increase
___ No change
___ Some decrease
___ Significant decrease

1c. Overall, to what degree do you feel the emphasis on performance assessments administered in your district by the state will change in the next 5 years?

___ Significant increase
___ Some increase
___ No change
___ Some decrease
___ Significant decrease

Questions 2-7 refer to district testing (as opposed to assessments mandated by the state or those only at selected schools or within particular classrooms).

2. Which of the following BEST describes the method you used in implementing performance assessments?

__ Started from scratch
__ Obtained from publisher
__ Adapted materials from another district or state
__ Used materials from another district or state
__ Other (please explain) _____

3. Using the table presented below, place an "X" in the box(es) corresponding to the subject area(s) and grade level(s) in which you use performance assessment as part of your district-wide (as opposed to state-mandated or individual classroom) testing program.

Grade	PreK-2	3-5	6-8	9-12
Reading				
Writing				
Mathematics				
Science				
Social Studies				
Phys. Ed.				
Other (please indicate)				

4a. Overall, to what degree has the emphasis on performance assessment in your district changed over the past five years?

___ Significant increase
___ Some increase
___ No change
___ Some decrease
___ Significant decrease

4b. Overall, to what degree do you feel the emphasis on performance assessment in your district will change in the next five years?

___ Significant increase
___ Some increase
___ No change
___ Some decrease
___ Significant decrease

4c. Personally, to what degree would you like the emphasis on performance assessment in your district to change over the next five years?

___ Significant increase
___ Some increase
___ No change
___ Some decrease
___ Significant decrease

4d. If there is a difference between how you feel the emphasis in the district will change over the next five years compared to how you would like the emphasis to be, please explain.

_____
_____
_____
_____

5a. What sources do you use to obtain information on performance assessment? (Check all that apply.)

___ Publications from the state
___ Publications from the district
___ Journals
___ Professional organizations
___ Other (please specify) _____

5b. Over the past year, on average, what percent of the teachers in your district have received professional development in the area of performance assessment? _____%

5c. Over the past year, on average, what percent of the administrators have received professional development in the area of performance assessment? _____%

5d. Who provides professional development opportunities in the area of performance assessment to district teachers and administrators? (check all that apply)

___ Outside consultant(s)
___ State Department of Education personnel
___ District curriculum administrators/coordinators
___ District testing administrators/coordinators
___ Teachers within the district
___ Other (please specify) _____

5e. Of those checked above, who has the primary responsibility for providing professional development opportunities to district teachers and administrators? _____

6a. Do you have any policies or special procedures relative to participation of limited English or bilingual students in district-wide performance assessments? Yes / No If yes, please explain. _____

_____

_____

6b. Do you have any policies or special procedures relative to participation of special education students in district-wide performance assessments? Yes / No If yes, please explain. _____

_____

_____

7. In what ways have parents been informed and/or involved in district-wide performance assessment? (Check all that apply).

___ No information or involvement
___ Information provided to parents in newsletters
___ Information provided to parents in specially prepared pamphlets
___ Parents are routinely provided child's results
___ Presentations/workshops are provided at PTO/PTA or other parent meetings
___ Specially developed workshops are provided to parents
___ Parents are involved with developing performance assessments
___ Parents are involved with scoring performance assessments
___ Other (please indicate) _____

_____

Questions 8-10 relate to your opinions regarding performance assessment issues from a district perspective.

8. What are some of the major problems you encountered during the implementation phase?

9. In what ways has performance assessment impacted/influenced the quality of instruction and student learning?

10. Down the road, what do you feel will be your district's next steps relative to the implementation of performance assessment?

Thank you very much for completing this survey.

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